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ABSTRACT

Self-concepts of adolescents in Germany, Mexico, Chinese in Taiwan, and the U.S.A. were measured with an Osgood type of semantic differential. The American sample included Anglo, Chicano, and Indian high school seniors. The 11 concepts included: attitudinal measures on the self, school, social milieu and other racial groups. The bipolar adjectives comprised: good-bad, sharp-dull, ugly-beautiful, strong-weak, slow-fast, shallow-deep, effective-ineffective, valuable-worthless, intelligent-stupid, and honest-dishonest. Tests were translated into Chinese, German, and Spanish; effort was made to preserve semantic equivalence. In perceptions of self, the German mean was lowest, and the Mexican mean was highest. This pattern was repeated in perception of school. Perception of the social milieu showed that Anglos were lowest; the Mexican mean was highest. Perceptions of other groups was highest in the Mexican group; the Chinese students were low. Based upon an overall assessment, it was found that Mexican adolescents gave the most favorable perceptions, followed by Chicanos, Chinese, American Indians, Germans and Anglos at the bottom with the least favorable perceptions. (Author/SM)

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Mirror, Mirror on the Wall

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May 1974

Abstract

Self-concepts of adolescents in Germany (N=171), Mexico (N=280), Chinese in Taiwan (N=204), and the U.S.A. (N=864) were measured with an Osgood type of semantic differential. The American sample included 407 Anglo, 300 Chicano, and 157 Indian high school seniors. The 11 concepts included: Me, Me As a Student, Teachers, The Grading System, Opportunities for Making Friends, Social Activities, Community Acceptance of Me, Black Students (or Negroes), Chicano Students, Indian Students (or Indians), and Anglo Students (or Americans, or White People). The bipolar adjectives comprised: good-bad, sharp-dull, ugly-beautiful, strong-weak, slow-fast, shallow-deep, effective-ineffective, valuable-worthless, intelligent-stupid, and honest-dishonest.

The tests were translated into Chinese (Mandarin), German, and Spanish; in each case, considerable effort was made to preserve semantic equivalence, rather than a rote word-for-word translation.

In perceptions of self, the German mean of 4.8 was lowest, and the Mexican mean of 5.6 was highest. This pattern was repeated in perception of school: The Mexican mean of 5.2 was highest, and the German mean of 3.4 was lowest. Perception of the social milieu showed that Anglos were lowest with their mean of 4.7; the Mexican mean of 5.4 was highest. Perceptions of other groups (Blacks, Chicanos, Indians, and Whites) was highest in the Mexican group with a mean of 5.0; the Chinese students were low with their mean of 4.4.

Based upon an overall assessment, it was found that Mexican adolescents gave the most favorable perceptions. They were followed by Chicanos, Chinese, American Indians, Germans, and Anglo at the bottom with the least favorable perceptions.

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MIRROR, MIRROR ON THE WALL:

Adolescent Self-Concept in Four Countries[1]

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Interest in self-concept studies has continued at a fairly high level, if one can judge from the many reports, projects, and researches upon the topic. Such studies have frequently attempted to identify similarities and differences between myriad groups: Headstart pupils, advantaged pupils, disadvantaged pupils, pupils of varying ethnic backgrounds, adults in various settings, etc. These studies have been primarily concerned with American subjects in typically American institutions. Consequently, much of the work done thus far has a high probability of including an unintended bias: If all the subjects are American, then at least a portion of the reported self-concept (or self-esteem) must be due to the American milieu. That is, part of the findings must include an "American" component. The poet, Robert Burns, pointed up the dilemma:

> "O would some power the giftie gie us,
> to see oursels as ithers see us."

What is needed, then, are referents to self-concept that are quite independent of American culture and customs.

It was the purpose of this research to begin a groundwork of cross-cultural data from which new perspectives might be gleaned concerning American self-concept. The data base should also be of interest to members of other national groups. In pursuit of this broad goal, Osgood's semantic differential technique was applied to the measure of self-concept, and other relevant perceptions (Osgood, Suci & Tannenbaum, 1957). The tests were translated into Chinese,

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1. This research was partially supported by grants from the University of New Mexico's Research Allocations Committee.

German, and Spanish, with careful attention paid to attaining semantic equivalence, rather than a strict word-for-word translation (Miron & Osgood, 1966).

Perspectives On the Problem

The literature was examined from three primary points-of-view:

1) the general utility of the variable, self-concept
2) studies across ethnic and cultural groups
3) methodological elements of scales, tests, and procedures.

The Utility of Self-Concept as a Variable

There has been general agreement that self-concept is related to significant behavior. Kubiniec (1970) found support for the theory which "maintains that an individual's behavior is affected by his perceptions." He further found that among college students, his self-concept scales predicted academic achievement as well as retention over a 3-semester period. Anderson and Johnson (1971) report supporting findings; self-concept was the single most important variable for predicting high school success in both English and mathematics. In a similar vein, Richmond, Mason, and Padgett (1972) found among college students that those with the more positive self-concepts also had more favorable perceptions of others. Self-esteem seems to be stronger toward and with friends, but much lower in a school context (Gecas, 1972). Carter suspects that schools can and do affect self-concept: "No careful observer would deny the marginality of many Mexican American children... Surely school curriculums and practices do affect how children see themselves, as well as what they think of education and school personnel... However, hard data in this area are lacking" (1970, p. 54).

These studies support the contention that the variable of self-concept influences behavior, and that its study is well-warrented.

Ethnic and Cross-Cultural Studies

There has been a general drift by educators to feel that minority group persons must inevitably possess self-concepts damaged by abrasive contacts with

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the majority group. The argument has been widely accepted: Note the large numbers of programs addressed to minority group pupils, a major element of those programs being that of strengthening or rebuilding self-concept. Soares and Soares (1969) rattled our cages when they reported that disadvantaged pupils had more positive self-concepts than their more advantaged peers. These findings were supported by DeBlassie and Healy (1970); their Spanish-American and Negroes were very like the Anglo sample: "Male and female subjects (grade 9), subjects from different socioeconomic positions, and subjects from different ethnic groups did not differ significantly with regard to their overall level of self esteem. Sex, social class position, and ethnic group membership made no difference in terms of how the subjects perceived their worth, liked themselves, or had confidence in themselves." Zirkel's data (1971) are along these lines, too. His Negroes were highest, followed by Whites, with Puerto Ricans in lowest position. Luck and Heiss (1972) reported similar results: self-esteem was not related to socioeconomic status. But another study refutes, finding that although sex and age were unimportant, socioeconomic status was the most important determiner of self-esteem (Trowbridge, Trowbridge, and Trowbridge, 1972). They also noted a tendency for rural Ss to yield higher scores.

Kleinfield underscored the powerful influence of socialization, genetics and geography upon human development (1973). While his attention was directed toward mental growth, the point is well-taken regarding affective growth. Gaston (1972), working with Job Corps trainees, was surprised to find that Negro women scored significantly higher than either Indian or Anglo women. Kennedy (undated) found few differences on the 16 PF scales between Indian and Anglo college students. Cooper (1972a) found that among adolescents in the Southwest, Negroes yielded the highest scores, followed by Spanish-American, Indians, and Anglos. He also found that self-concept was not a function of

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majority, minority, or mixed group status (1972b).

Two studies employed foreign samples. Peck and Diaz-Guerrero (1967) found that the meaning of "respect" varied considerably between Mexicans and Americans. Diaz-Guerrero pursued the national differences further and found that Americans possessed an "activity syndrome" while the Mexicans could be characterized as being "passive". He also felt that Japanese and Germans possessed elements of both syndromes (1967).

The studies reviewed in this portion suggest that self-concept is only minimally related, if at all, to socioeconomic status. Somehow, persons coming from disadvantaged backgrounds disclose more favorable ratings on self-concept or self-esteem than their more favored peers. Finally, we noted that meanings may change sharply when we cross national boundaries.

Methodological Elements

The basic work on semantic differential methodology is presented by Osgood, Suci, and Tannenbaum (1957). Their strategies were partially updated in the subsequent report by Miron and Osgood (1966). This latter work gives considerable detail for those researchers who would venture into languages and cultures not English. One of their key points: When going into different languages, semantic equivalence, rather than vocabulary equivalence, is the name of the game. An example may clarify the problem. In German, one might use the greeting, "Guten Tag" or "good day". In English, one is more likely to use, "Hi", or "hello". In Spanish, one would probably hear, "Buenos dias" (in the morning), which literally translated would be "Good day". Although the vocabularies may differ, the meanings are equivalent.

Maguire (1973) made the point that, "The appropriateness of the scale set ultimately lies in the use made of them by people knowledgeable in the domain, as they describe phenomena relevant to the domain. For example, we would consider the scale 'strong-weak' appropriate to the space of attitudes toward

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school, if knowledgeable people (students, for example) would use the terms to describe a phenomenon like 'teacher' which is relevant to the domain" (p. 296). He also called attention to the fact that researchers have not developed structural maps of the affective domain; an unfortunate situation, particularly in view of the growing emphasis being given to this domain by educators.

Greenberg (1970) made the interesting observation that less able pupils tend to reflect polarized views, and are apt to use extreme positions on the scales.

Design of the Study

The design of the study entailed several major steps. We first needed to define self-concept, both theoretically, and operationally. We needed a sampling plan, and a method for collecting data.

Self-Concept

For this project, self-concept was defined to include a person's perceptions of self, of others, of school, and of the social milieu. Self was measured by two concepts: "Me as a student," and "Me". Perception of school was measured by the two concepts, "Teachers," and "The grading system". Three concepts were selected to gather data upon perception of the social milieu: "Opportunities for making friends"; "Social activities"; and "Community acceptance of me". Perceptions of other groups was estimated by reactions to the four concepts, "Negro" (or Black Americans); "Chicano students"; "Indian students" (or Indians); and Anglo (or "White students", or Americans).

It was felt that the foregoing concepts comprised a reasonable sample of the domains to be sampled, and it was also felt that these concepts would be transportable across cultures and languages. Further, most of the above possess face validity; they look like items relevant to their assigned domains. It was further felt that differences across ethnic groups, and nationalities would clearly emerge across this pool of concepts.

Eleven pairs of bipolar adjectives were selected and organized in typical semantic differential format. The pairs included: good-bad, sharp-dull, ugly-beautiful, strong-weak, slow-fast, shallow-deep, effective-ineffective, valuable-worthless, unfair-fair, intelligent-stupid, and dishonest-honest. Note that for six of the pairs, the positive value is on the left, and for five pairs, the negative value is on the left. This is accepted as helping to improve the validity of responses, i.e., there is less probability that Ss will rush through, filling in one side (right or left) or the other. In the event, this expectation was realized.

These concepts and adjectives were subsequently translated into Chinese, German, and Spanish. In each case, the work was done by educator-nationals of each country: Chinese (from Taiwan), German, and Mexico. Considerable stress was given the notion of attaining semantic equivalance, even though the results might not provide a word-for-word translation. The educators and linguists[2] gave assurances that these goals were largely met. In the appendix are sample instructions and items in the four languages.

Sampling Plan

The sampling plan included two stages. Stage one lay in collecting the American sample. In the American Southwest, there is considerable to do over alleged damaged self-concepts in minority groups. So, the American sample was drawn from small, rural high schools. Fourteen of these schools were in New Mexico, and two from Texas. In each instance, schools were selected for their ethnic mixes. Several schools included heavy majorities of Spanish-Americans, both pupils and staff. Others included preponderances of Indians, and others reflected various mixes.

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2. Appreciation is due to Dr. Lilly Huang for her work on the Chinese version, to E. Buser, B. Contreras, K. H. Niechoj, and K. Kuhnemann for their work with the German edition, and to Sr. Pedro Osornio and Sra. G. Grove for developing the Spanish forms.

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A similar approach was taken to drawing the foreign samples. The Chinese dwell on the island of Taiwan. Their schools were like the American sample; small and rural. The German group probably reflects a somewhat more favorable social position than the others. Pupils attending a German "Gymnasium" are usually middle to upper middle class. As a group, these pupils are found toward the upper reaches of aptitude, much as is the case in the more selective American high schools. The high school was located in southern Germany, on the Rhine River, not far from the Swiss border. The Mexican sample was drawn from two schools, one in the remote state of Yucatan; these pupils resembled the Germans in their more favored social and economic positions. The second school (and by far the more populace), was in the state of Morelos, about 60 miles from Mexico City. It was located in a small city of modest size, the agricultural hub of the area. In many ways, this group approximated the American sample with regard to social and economic status.

The final sample, then, included 864 Americans, of whom 407 were Anglo, 300 Chicano (Spanish-American), and 157 Indian high school seniors. The foreign nationals comprised 204 Chinese, 171 Germans, and 280 Mexicans.

Testing

The tests included a minimum of identifying data: ethnic group, grade level, school size, sex, date, and name of school. At no time was the subject asked to identify himself by name. All tests were administered by local school personnel, in the language of that school. The American data were gathered during the Spring of 1971; the foreign data were collected during the Spring of 1973.

Analysis of Data

The means and variances were computed for each ethnic and national group, for each scale (e.g., good-bad, strong-weak, et al), and for each concept (e.g., teachers). From each of the four conceptual areas sampled, an example is reported herewith. Thus, 4 tables are given, showing the mean values for

each group, within each concept, and for each scale. Finally, a summary table is reported, showing the median perceptions for each of the 11 concepts (teachers, me, et. al.). In each case, the data have been recoded so that all high scores reflect favorable scores.

Perceptions of "Anglo Students" or "Americans" are given in Table 1. The table shows, for example, that Anglos rated Anglos on the good-bad scale with a mean of 5.5. The same scale was given 4.7 by Chicano Ss, 4.8 by Indians, 4.1 by Chinese, 4.3 by Germans, and 4.9 by Mexicans. In the same manner, we see that dull-sharp was rated 5.3 by Anglos, 4.7 by Chicanos, 4.7 by Indians, 4.7 for the median U.S. perception, 4.2 by Chinese, 4.2 by Germans, and 5.6 by Mexicans. Both means and medians were computed for each rating group. Thus, the table discloses a mean perception of Anglos by Anglos of 5.1. The Chicano mean perception of Anglo is 4.5, the Indian mean is 4.5 and the U.S. mean was 4.6. The Chinese mean perception of Anglo (in Chinese, this came to be "White Students") was 4.3, the German mean was 4.3, and the Mexican mean was 5.0. The medians are almost identical to the means, showing that skewness did not appear.

The data suggest that Anglos perceived themselves favorably; they are apparently accepted by their ethnic peers. A certain coolness was reflected in the Chinese and German perceptions, whereas the Mexican scores were quite favorable.

"Community Acceptance of Me" is portrayed in Table 2. Our various groups look very much alike in their perceptions of this concept, with the exception of Mexican pupils. The Mexican sample perceived this concept more favorably than the other groups. We might conclude that all groups perceived community acceptance favorably, in-as-much as the middle rating would be a 4, and the obtained perceptions were 4.7 or above.

Perceptions of "The Grading System" are revealed in Table 3. The table shows several interesting differences across groups. The Mexican pupils gave

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TABLE 1

Perceptions of "Anglo Students" or "Americans"**

Bipolar Adjectives	Americans				Foreign Nationals		
	Anglo N=407	Chicano N=300	Indian N=157	Median U.S. N=864	Chinese* N=204	German N=171	Mexican N=280
Bad-good	5.5	4.7	4.8	4.8	4.1	4.3	4.9
Dull-sharp	5.3	4.7	4.7	4.7	4.2	4.2	5.6
Ugly-beautiful	5.0	4.3	4.6	4.6	4.3	4.0	5.0
Weak-strong	5.0	4.4	4.4	4.4	4.5	4.4	5.3
Slow-fast	5.0	4.5	4.5	4.5	4.5	4.4	4.9
Shallow-deep	4.7	4.1	4.0	4.1	3.9	3.8	4.1
Ineffective-effective	5.2	4.7	4.4	4.7	4.6	4.8	5.4
Worthless-valuable	5.5	4.6	4.5	4.6	4.5	4.4	5.3
Unfair-fair	4.9	4.2	4.6	4.6	4.2	4.0	4.2
Stupid-intelligent	5.3	4.7	4.8	4.8	4.4	4.6	5.6
Dishonest-honest	5.9	4.3	4.7	4.7	4.1	4.2	4.5
Mean ratings	5.1	4.5	4.5	4.6	4.3	4.3	5.0
Median ratings	5.0	4.5	4.6	4.6	4.3	4.3	5.0

* The Chinese sample came from Taiwan

** High scores reflect favorable perceptions

Note: The typical standard deviation for these tables was 1.5. Therefore, a mean difference of .3 is significant at the 5% level; mean differences of .4 are significant at the 1% level.

TABLE II

Perceptions of "Community Acceptance of Me"**

Bipolar Adjectives	Americans				Foreign Nationals		
	Anglo N=407	Chicano N=300	Indian N=157	Median U.S. N=864	Chinese* N=204	German N=171	Mexican N=280
Bad-good	4.9	5.2	5.1	5.1	5.2	5.0	5.8
Dull-sharp	4.7	4.9	4.7	4.7	5.0	4.5	5.6
Ugly-beautiful	4.5	4.6	4.6	4.6	4.3	4.4	4.7
Weak-strong	4.7	4.9	4.7	4.7	4.6	4.5	5.2
Slow-fast	4.5	4.6	4.5	4.5	4.3	4.6	5.0
Shallow-deep	4.3	4.3	4.0	4.3	4.3	4.3	4.5
Ineffective-effective	4.7	5.0	4.6	4.7	5.0	4.6	5.4
Worthless-valuable	4.9	5.0	4.8	4.9	5.2	4.7	5.6
Unfair-fair	4.8	5.0	4.8	4.8	4.4	4.9	5.4
Stupid-intelligent	4.8	4.9	4.8	4.8	4.7	4.8	5.6
Dishonest-honest	4.9	5.1	4.9	4.9	4.7	5.0	5.6
Mean ratings	4.7	4.9	4.7	4.7	4.7	4.7	5.3
Median ratings	4.8	4.9	4.7	4.7	4.7	4.6	5.4

* The Chinese sample came from Taiwan

** High scores reflect favorable perceptions

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the most favorable ratings, with their mean of 4.8 and median overall rating of 5.0. Both the Germans and Anglos perceived the grading system less favorably, the German mean of 2.7 being the lowest perception found in this research. The Anglo mean of 3.9 was not exactly a vote of confidence. The other groups, Chicano, Indian, and Chinese gave mean perceptions of 4.3.

American educators, as well as their counterparts in German, might well address themselves to the question of why do their pupils feel so negatively toward the respective grading systems.

In Table 4, we find the perceptual data for the concept, "Me". In general, it can be seen that this concept was perceived favorably by all groups; however, the Indian overall mean of 4.8 was lower than all others. As before, the Mexican mean led all other groups.

Table 5 gives a summary of the median perceptual scores for each concept, for each group. The table was formed by taking the bottom line (i.e., the median values) from each of the tables presented thus far, plus 7 additional tables which space prevented including. Thus, we can look at the groups, ethnic and national, to see how they perceived each of the 11 concepts.

The Self perception, as measured by the two concepts, Me as a Student, and Me was perceived favorably four groups: the scores were 5.0 or greater among Anglo, Chicano, Chinese, and Mexican pupils. Both Indian and German medians were lower, and about equal.

Perception of School, which included the two concepts of Teachers, and The Grading System, were lower for the American sample, and rock bottom with the German pupils. The concept was perceived more favorably by the Mexican group (medians of 5.5 and 5.0 respectively) and by the Chinese pupils.

The Social Milieu was measured with three concepts, Opportunities for Making Friends, Social Activities, and Community Acceptance of Me. All of our groups perceived Opportunities for Making Friends in a positive light,

TABLE III

Perceptions of the Grading System**

Bipolar Adjective	Americans				Foreign Nationals		
	Anglo N=407	Chicano N=309	Indian N=157	Combined U.S. N=864	Chinese* N=204	German N=171	Mexican N=280
Bad-good	4.1	4.5	4.5	4.5	4.2	2.1	5.2
Dull-sharp	3.8	4.1	4.3	4.1	4.2	2.8	5.0
Ugly-beautiful	3.4	3.8	4.0	3.8	3.8	2.9	4.1
Weak-strong	3.9	4.4	4.4	4.4	4.5	2.7	5.0
Slow-fast	3.7	4.0	4.1	4.0	4.5	4.1	4.5
Shallow-deep	3.5	3.9	3.9	3.9	4.3	2.2	4.3
Ineffective-erfective	4.2	4.7	4.4	4.4	4.7	2.9	5.1
Worthless-valuable	4.1	4.6	4.6	4.6	4.5	2.4	5.2
Unfair-fair	3.9	4.3	4.5	4.3	3.9	2.1	4.5
Stupid-intelligent	3.9	4.4	4.4	4.4	4.0	2.6	5.1
Dishonest-honest	4.2	4.5	4.6	4.5	4.3	2.7	5.2
Mean rating	3.9	4.3	4.3	4.3	4.3	2.7	4.8
Median rating	3.9	4.4	4.4	4.3	4.3	2.7	5.0

* The Chinese sample came from Taiwan
** High scores reflect favorable perceptions

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TABLE IV

Perceptions of "Me"**

Bipolar Adjectives	Americans				Foreign Nationals		
	Anglo N=407	Chicano N=300	Indian N=157	Median U.S. N=864	Chinese* N-204	German N=171	Mexican N=280
Bad-good	5.4	5.6	5.1	5.4	5.5	5.2	5.9
Dull-sharp	5.3	5.3	4.8	5.3	5.3	4.9	5.8
Ugly-beautiful	4.8	4.9	4.8	4.8	4.6	4.8	4.8
Weak-strong	5.0	5.0	4.9	5.0	5.2	4.8	5.3
Slow-fast	5.1	5.1	4.7	5.1	5.0	4.9	5.4
Shallow-deep	5.1	4.8	4.2	4.8	4.8	4.8	5.1
Ineffective-effective	5.3	5.3	4.7	5.3	5.3	4.9	5.7
Worthless-valuable	5.3	5.3	5.0	5.3	5.6	5.0	5.8
Unfair-fair	5.7	5.8	5.1	5.7	5.2	5.6	5.9
Stupid-intelligent	5.4	5.3	4.9	5.3	5.1	5.5	5.7
Dishonest-honest	5.7	5.8	5.2	5.7	5.4	5.6	6.2
Mean ratings	5.3	5.3	4.8	5.2	5.2	5.1	5.6
Median ratings	5.3	5.3	4.9	5.3	5.2	4.9	5.7

* The Chinese sample came from Taiwan

** High scores reflect favorable perceptions

TABLE V

Summary of Perceptions by National and Ethnic Groups**

(Note: Difference of .3 are significant @ 5%; of .4 are significant @ 1%)

Concepts	Americans				Foreign Nationals		
	Anglo N=407	Chicano N=300	Indian N=157	Median U.S. N=864	Chinese* N=204	German N=171	Mexican N=280
Self							
Me as a student	5.0	5.0	4.7	5.0	5.1	4.6	5.5
Me	5.3	5.3	4.9	5.3	5.2	4.9	5.7
School							
Teachers	4.4	4.5	4.9	4.6	5.2	4.1	5.5
The grading system	3.9	4.4	4.4	4.3	4.3	2.7	5.0
The Social Milieu							
Opportunities for making friends	5.0	5.1	5.0	5.0	4.7	5.1	5.6
Social activities	4.5	4.5	4.3	4.5	5.0	4.7	5.2
Community acceptance of me	4.8	4.9	4.7	4.7	4.7	4.6	5.4
Other Groups							
Black students, or black Americans	4.1	4.8	4.8	4.7	4.0	4.7	4.9
Chicano students	4.2	5.4	4.3	4.4	4.6	***	5.1
Indian students, or Indians	4.5	4.6	5.0	4.6	4.5	4.8	5.1
White students, Anglo, or Americans	5.0	4.5	4.6	4.6	4.3	4.3	5.0

* The Chinese sample came from Taiwan

** High scores reflect favorable ratings

*** German students rated the concept "Gastarbeiter" (guest worker). Their median score was 4.2

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although the Chinese median was only 4.7, whereas the other groups reported medians of 5.0 or higher. Mexican pupils consistantly perceived the area more favorably than did the other groups.

Other groups were consistantly rated most favorably by themselves in the American sample. The Anglo group was generally more negative in these ratings (except when they rated themselves), and the Mexican group was generally most favorable, indicating more positive feelings toward members of other groups.

Table 5 reveals other interesting data. Let us focus upon the section, "Other Groups". For the American sample, we can compute the mean rating for each group, excluding the group's rating of itself. By so doing, we find that the Anglo viewed others with a mean of 4.3, the Chicano mean was 4.6, and the Indian mean was also equal to 4.6. In similar fashion, we see that the Chinese mean for perceptions of others was 4.4, the German mean (including "Gastarbeiter") was 4.5, and the Mexican mean was 5.0. This analysis would lead one to conclude that the Anglo sample tended to perceive other groups less favorably than any group studied in this research. This must be a tentative conclusion, because a difference must be 0.3 or larger to be significant at 5%. But taking this into account, we could say that the Anglo perceptions of others was significantly lower than similar perceptions from Chicano, Indian, and Mexican pupils.

Finally, it is possible to determine overall median ratings for each group. This summary of perceptions might indicate how each group tends to perceive its own world. That is, a high score would suggest that the group looked at the world in generally favorable terms. Conversely, lower scores would indicate that a group tended to perceive people and events less favorably.

This, then, was done. Each group's set of perceptions in Table 5 was summarized by the median of all of its perceptions. The results were as follows:

Mexican	5.2
Chicano	4.8
Chinese	4.7
Indian	4.7
German	4.6
All U.S.	4.6
Anglo	4.5

It can be seen that the Mexican overall median perception of 5.2 was higher than that of any other group. Our Chicano sample gave a median perception of 4.8 (differences of .3 are significant @ 5%; those of .4 are significant @ 1%), which was significantly lower than the Mexican median. The differences between Chicano, Chinese, and German pupils lack statistical significance; however, the Anglo group is indeed lower than the Chicano and Mexican pupils.

Discussion of Findings

Perhaps the most interesting finding is that adolescent perceptions of self and others did not vary greatly across ethnic group or nationality. Differences were found, to be sure, but the similarities are more striking than the differences. Thus, we found only one group, the Mexicans, who reported positive perceptions of the grading system. The Germans gave the lowest value found in the study; their median value of 2.7 was far away from the next group, the Anglos, whose value of 3.9 was also low. Both Chinese and Mexicans perceived teachers favorably; our Anglos, Chicanos, Indians, and Germans were more restrained.

We can conclude from the data presented that all ethnic and national groups tended to view themselves, the school, the social milieu, and others with generally favorable perceptions. This conclusion is supported by the fact that median (or mean) perceptions rarely fell below the theoretical average of 4.0; more often, scores in excess of 4.5 were noted.

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Of great interest was the finding that Mexican pupils tended to perceive their world more favorably than any other group involved in this study. Why? Is this finding related to Diaz-Guerrero's conclusion (1967) that the Mexican way of life is unhurried and calm? And with the American sample; how is it that the Chicano sample perceived their world in terms generally more favorable than their so-called favored Anglo peers? The present data do no answer these kinds of questions. More study, perhaps along case study lines, is needed to clarify the situation now revealed.

Of particular concern is the finding that Anglo pupils perceived groups other than their own in a less favorable light. One might feel that certain elements in our majority culture fail to assign adequate values to understanding and relating to others. Perhaps we do not stress the notion of the inter-relatedness of peoples, of their inherent dignity. Whatever the underlying causes, educators and community leaders might feel inclined to address themselves to these implications.

What of the research strategy employed in this study? A crucial problem lies in the sampling design. It would be falacious to assume that the samples reported here are in fact representative of all adolescents from each ethnic group, each nationality. On the other hand, evidence was reported earlier that socioeconomic status may have but limited effect upon self-concept. This being the case, the present data may be indicative of the trends that exist in each of the parent populations. This question can be answered in part by the collection and analysis of new data within the various parent populations.

Of the instrument, there is little to say save that it seemed to "work". The scale, "shallow-deep" seemed less useful than the others. Translators reported difficulty in finding semantic equivalance, especially in Chinese. Indian students had trouble with the concept; in the Navajo language, the meaning is not equivalent to the English. The scale probably should be omitted. Factor analytic studies of the instrument should help clarify this and related issues.

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